EDLD 5333 Leadership for Accountability

Course Reflection

One of the most important things learning this Leadership for Accountability course is that the campus improvement cycle is an ongoing and continuous process. Each year we obtain the AEIS data and it is necessary to reevaluate the data on a yearly basis to complete the necessary campus improvements for student success each year. My action plan states the following. At least 90% of all the Economically Disadvantaged 8th grade students at Vincent Middle School will meet the standard in Science for the 2011-12 TAKS test administration. It is important to understand that after test administration, we will need to reevaluate the results. If this goal is met, we will need to initiate our next goal of having other subgroups such as the LEP, Special Education, Hispanic and African American subgroups to also meet this goal. If the goal is not met, we will need to initiate further methods necessary to help our campus meet a more successful result. “A more robust approach to school improvement calls for staff to engage in an ongoing analysis of student performance data from multiple sources. What is needed, metaphorically speaking, is a “photo album” of evidence including results from traditional tests along with a collection of student work generated from local assessment tools” (McTighe, J., 2008, p. 5). Through the process of continuous evaluation of data and criteria, the goals can be met. It takes an ongoing, continuous, combined, and collaborative effort to meet the needs of **all** of the students.

McTighe, J., (2008). Making the Most of Professional Learning Communities. *The Learning Principal, 3(8), 1, 4-8.*